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AUTHOR Bohm, Lois
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ABSTRACT

A study examined whether parents begin to diminish the amount of time spent reading aloud to their children once the children begin to learn how to read. Subjects, 395 parents with children in first through fourth grades, responded to a survey about their read aloud sessions with their children. Results indicated that as children began to learn how to read, parents began to diminish the amount of time spent reading aloud to their children. This evidence was seen as early as first grade. The hypothesis that parents no longer read to their children because of busy schedules and lack of time was rejected--most responses claimed that the child began to read on his/her own and no longer needed the parent to read for them. (Thirty-nine references, the survey instrument, and an appendix of data are attached.) (Author/RS)

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When Do Parents Begin To Diminish The Amount Of Time Spent Reading Aloud To Their Children?

Submitted By:

Lois Bohm

April 11,1994

Presented in Partial Fulfillment
Of The Requirement For The
Master Of Arts Degree
Kean College Of New Jersey

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ABSTRACT

This research project was undertaken to determine if parents begin to diminish the amount of time spent reading aloud to their children once they begin to learn how to read. It was also assumed that parents no longer read to their children because of busy schedules and lack of time. This study was done by asking parents with children in first, second, third and fourth grades to respond to a survey about their read aloud sessions with their children

It was found, as children begin to learn how to read, parents began to diminish the amount of time spent reading aloud to their children. This evidence was seen as early as first grade. The second hypothesis, that parents stop reading because of busy schedules was rejected. Most responses claimed that the child began to read on his/her own and no longer needed the parent to read for them.

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Today, reading seems to be a practice of the past. Reading has given way to television, movies and video games People no longer have to read a book, it is now the movie of the week. . With television, a child is not encouraged to be a participant. However, with a book, a child is a participant as well as a receiver when he engages in discussion during and after a story. (Trelease, 1985)

Many parents read to their infants and toddlers. Reading gives them quality time together. However, once a child is packed off to school, many parents appear to leave reading to the classroom. Reading is not just a school activity. Reading should be nurtured at home, as well as at school. Research indicates , children who are read bedtime stories and encouraged in other reading related activities at home, are provided with an estimated 2,000 hours of one-to-one instruction before first grade. (McGill-Franzen and Allington, 1991).

Many children today have difficulty reading. Some of these difficulties can be attributed to reading disabilities, lack of skills necessary to read, lack of interest, low self-esteem and absence of parental involvement.

Parents' busy schedules leave them very little time to model reading. It also leaves them little time to share the reading experience with their child. Clay (1991) describes reading aloud as an opportunity rich in new learning.

For children, imitation is a method of learning. A child's first words are an imitation of his parent's . The parent is a model for the child. He imitates his words, as well as, his actions. Wouldn't it be natural to assume a child will imitate his parent's habits as well. Reading should be a habit we want our children to imitate.

In order to provide our children with the opportunity to become an early reader, Trelease (1985) suggests some factors that should be present in the home. They are: The child is read to on a regular basis; printed materials are available in the home; writing components are also available in the home (paper, pens, pencils, crayons etc.) and the children are stimulated by reading, writing, questions; library visitations, buying books and praise.

Reading aloud to children promotes interest in reading, inspires the imagination, entertains, is informative, sparks curiosity and strengthens reading, writing and speaking skills and should be continued throughout a child's life. If parents stop this activity prematurely, a lessening in interest in reading as an activity can be presumed, but evidence is lacking.

HYPOTHESIS

To provide evidence on this topic, a study was undertaken with children and parents covering the first thru fourth grades. For the purpose of this study it was hypothesized that because children have learned to read, their parents no longer feel the need to read aloud to them. It is also hypothesized that because parents are very busy with work, home and other responsibilities they do not have the time to spend reading to their children.

PROCEDURES

This study, "When do parents begin to stop or diminish the amount of time spent reading aloud to their children," was conducted in an urban school district. Two survey

forms were sent home to parents of three hundred and ninety-eight children in first, second, third and fourth grades. The survey form (Appendix A) was designed to collect information from both mothers and fathers to see if reading aloud practices were diminished. And, to see if one parent stopped the reading aloud practices earlier than another. As can be seen in the questions, the questions focused on current and previous read aloud sessions. They inquired about frequency, length of read aloud sessions, types of materials read, read-aloud time, read-aloud place, modeling of reading, and verbal interactions during read-aloud sessions. The forms were brief, requiring very little time to complete. Individual responses were anonymous and confidential.

RESULTS

Three hundred ninety-five survey forms were returned. Two hundred fifty-eight responses were from mothers and one hundred thirty-seven responses were from fathers. As can be seen in the following table where the questions asked are identified by a # and a number. 99.6% of mothers responding and 91% of fathers indicated that they have read to their children.

Question 4 which asked, "At what age did you begin reading to your child?" showed that 26.8% of mothers surveyed began reading to their children between 6 months to 2 years. 36% of fathers surveyed did not begin reading until one to two years of age.

A major difference was seen when parents responded to the frequency and time spent on each read aloud session, as asked in questions 5 and 6. 43.2% of mothers read

to their children everyday for a fifteen minute period, whereas 36.2% of the fathers read to their children every other day and 35% read once a week. The father's average time was thirty minutes with a response of 32.7%.

The most popular place to read (question 7) was in the bedroom with a response of 48% by both parents. And the most popular reading material (question 8) was children's stories, responded by 70% of both parents. These children stories included Disney Books, Golden Books , Sesame Street, Dr. Suess and others.

In the response to "Do you currently read to your child?" (question 10) 78.3% of mothers and 72.7% of fathers responded yes. Parents begin to diminish the amount of time spent reading aloud to their children as indicated in the data. 97.9% of first grade mothers read to their children. But that number begins to decrease as the grade level goes up. 90 % of second grade mothers , 89.4% third grade mothers and 71.4% of fourth grade mothers still read to their children. As for fathers, 95.2% of first grade fathers still read to their children. However, only 83.3% of second grade fathers, 75% of third grade fathers and 76.4% of fourth grade fathers still read aloud to their children. So their is a difference in reading aloud to children as the grades go up.

Some reasons given for continuing reading aloud (question 14) were enjoy it, education, time together, entertainment, improve parent's English and to encourage their children to read. Reasons for diminishing read aloud practices (question 15) were varied. 50% of first grade mothers said work and 50% of them said the child could read on his/her own. In second grade, 28.6% of the mothers said work or time was a reason to diminish the time spent reading and 71.4% said either the child is reading to self or reading to the parent. In third grade, 20% of the mothers said work was the reason for stopping reading, while 70% said the child can read on own. 10% claimed the child does

not want to be read to. As for the fourth grade mothers, 12.5% said they do not have the time, where as 79.1% claim the child can read on their own or they read to the parent. 4.1% said the child does not want the parent reading and the other 4.1% do not speak English to be able to read to their child. The fathers responses were similar. 33.3% of the first grade fathers claim they are busy. While 66.6% said the child reads well. 28.6% of the second grade fathers say work prevents them from spending time reading, however, 71.4% say the child can read on his/her own. 50% of third grade fathers said work or lack of time takes them away from reading to their children, 37.5% said the child can read on own and 12.5% the wife reads to the child. 9% of the fathers in fourth grade have stopped reading because the lack of time, 45.5% said the child can read to self, 36.4% said they listen to the child read and 9% said their wife reads to them.

There was no significant difference between mothers and fathers modeling reading. 77.6% of mothers and 78% of fathers responded yes to "Do you currently read everyday where your child can observe you?"(question 17). Both parents read for an average of thirty minutes to one hour (question 19). However, 12.38% of fathers responded read for two or more hours. The materials read by parents (question 18) were books, magazines, newspapers and other. The other included bills/junk mail, Bible, work related materials and text books for school purposes.

CONCLUSIONS & IMPLICATIONS

With the hypotheses of the study that parents stop reading to their children because they have learned to read is supported largely by the results of this study, the

second hypothesis , that parents do not have time to read to their children is largely rejected. Parents stop reading to their children for a variety of reasons as noted previously, most of the sample ascribes it was because the children were reading and this began to be a major trend seen as early as the first grade.

The results also show that less fathers than mothers read to their children for a number of reasons. Fathers should be taking an extra effort because 98% of elementary school teachers are women, young boys often associate reading with women and schoolwork (Trelease, 1985). An early intervention with books by a father can bring books and reading a higher status in a child's eyes. The results showed that fathers began reading later than mothers did. Fathers need to model reading as well as show their children how to read. Early intervention is one solution to relieving the nations illiteracy problem. With a parent's continued intervention, a child can have a higher success rate in school. No matter how old, a child still needs guidance and being read to guides the child to a path that can help him/her succeed. With continued reading aloud, a child can build vocabulary, word recognition and comprehension.

Mothers are reading earlier than fathers, however, most parents (mothers and fathers) are not reading early enough. Parents should be talking to their children and reading, even if it's a simple picture book at birth. The parent's voice conditions the child. It tells the child that the situation is non-threatening and the child will soon eventually seek the sound. Homes that provide conversation, questions and reading are homes that are encouraging oral language development. These children will go to school better prepared for learning.

Parents should not stop reading aloud practices. Although, as a child gets older, one needs to adapt the time and what is read. Sharing an article, a passage or a poem

with your older child is still reading aloud to them. If the practice of reading was started at a young age, than when they are older, reading should be a continued reinforcement. Learning to enjoy a book will be a life long pleasure

REVIEW OF RELATED LITERATURE

As we all know, children love to be read to. Research and literature indicate the importance of parents and teachers reading aloud to children and to interact during the read-aloud sessions. Research also supports the importance of rereading. The more familiar a story is to a child the more apt the child is to discuss the story and the more questions the child will ask about it. The following research helps explore these ideas and others related to reading aloud.

John Downing (1969) discussed many different research and researchers . He has found that through all the research there are five important conclusions about teaching reading. First, children's thoughts and notions about reading can pose a significant problem if not developed. Second, children think differently than adults. Third, children's different thinking process can cause two problems during reading. A problem with purpose and one with abstract technical terms used by the teacher. Fourth, it is not necessary to teach children formal phonic and semantic rules. And lastly, children should be provided with many language experience and activities.

Mary McMackin (1993) compared current and traditional concepts of the reading process. The research indicates that a correct sequence of skills are needed in order to read. Those skills are: controlled vocabulary, picture cues, symbols and word relationships and reading and writing relationships. McMackin also discusses strategies for parents and teachers to help children gain more meaning from books. Some activities were, pointing to words during reading, encouraging questions and answers and to engage in writing as often as possible after reading.

There has been many studies done on encouraging children to use their prior knowledge, to ask questions during reading and to write about their story after reading. Jim Trelease (1985) is one person who strongly agrees with these techniques. He

suggest that every parent and teacher should be reading aloud to their children. No child is too young or too old to be read to. Trelease suggests stages of reading aloud. He gives parents and teachers suggestions on stories, poems and rhymes that could be used in reading aloud. He discusses home and school relationships, encourages public and school library use. Trelease also suggests sustained silent reading (Children reading on their own for a period of time) for both home and school. Trelease also encourages parents and teachers to discuss what is being read and encourages them to encourage the children to discuss it as well.

A one time reading episode may not be enough to foster comprehension. Miriam Martinez and Nancy Roser did a study in 1985 comparing several reports on reading aloud to children. They found several similarities. However, they found one suggestion missing, read it again. Martinez and Roser claim that children talk more during familiar stories. They are more willing to discuss the setting and theme if a story is familiar. They found, the more familiar the story, the more the children focused on more difficult aspects of the story. So teachers especially, should be reading it and reading it again.

In 1988, David Yaden studied repeated reading. He claims that young children need several opportunities to read the same book to help foster comprehension. Yaden says that after each new reading, children ask different questions and find new meanings they did not find the time before,

Marie Clay, (1991) a teacher from New Zealand, believes that introducing new texts to children has may benefits. Some of the benefits being that the student responds to the illustrations, relates to the text, activates prior knowledge, understands theme, anticipates literacy language (unusual names etc.) and makes text accessible. Book introductions therefore help increase comprehension for the first reading session.

There are many ways to read a story, A story can be read silently, in a group or aloud by a parent or a teacher. In 1992, Deborah Wolter recognized the value of reading aloud to children. She also recognized the problems that can arise when reading to whole groups of children. Wolter suggests grouping children when reading aloud. She describes selecting the material appropriately. Selections should be age appropriate. Also, when selecting a selection to read, material should be interesting, of the child's language ability and it should have diversity in ethnicity, cultures and values. Wolter also suggests that the reader should show their enthusiasm for the book. For example, change the quality of your voice, slow down to show suspense and speed up to show excitement. The presentation can be everything. Wolter also states that the reader should make story time a pleasurable experience for the listener to encourage reading.

Dina Feitelson, Bracha Kita and Zahava Goldstein (1986) did a study to see if the study done by Feitelson, Goldstein, Eshel, Flasher, Levin and Sharon in 1984 could be replicated in a first grade class. They studied one hundred thirty nine first graders in Haifa for a six month period. The study found that first graders who were read to by their teachers for at least twenty minutes a day, did better with comprehension and active use of the language. Also, there were two other results, the children who were read to did better on technical reading and they also asked their families to buy them books.

Another study involving Feitelson and Goldstein, along with Jihad Iraqi and David Share in 1993 suggests that literary problems are shared by many schools in many countries. These researchers give two main reasons why parents in Israel do not read to their children. One reason being that children do not understand the language used in the books.. Israel has two accepted language systems.. The system used in books is regarded as the scared language, even though many Arabs use a more common

language. The second reason parents do not read to their children is because they believe the children do not enjoy it. The researchers set out to investigate if being read aloud to would acquaint children with the dialect of Arabic used in books and if this would effect their literary skills. The results were that the children increased their vocabulary, comprehension, interest in reading and attention span. Apparently reading aloud to their children does have benefits.

Another study done on current reading aloud practices in classrooms across the United States was done in 1993 by James Hoffman, Nancy Roser and Jennifer Battle. A survey was developed to explore the following areas: frequency of reading aloud practices, the literature used during these sessions, the amount of time spent on this activity and the children's response during this exercise. The study found some primary grade teachers planned a read aloud time, while intermediate grade level teachers felt they did not have the time to engage in this activity. The study suggests an increase of teachers reading aloud to students in school would help vocabulary, comprehension and motivation.

Arthur Applebee (1980) takes a different approach in his studies. He wanted to find out the children's reactions to stories. Applebee tells us that children's understanding of story telling can be developed very quickly if they are engaged in the activity of being read to. Applebee believes that at different ages or stages of their lives, children develop different story telling abilities. At the least mature stage, children simply tell about the character and some simple task they are doing. As the child matures they being to chain events together to get the whole sense of the story. Storytelling is important because it is a retelling of a story the child has heard or read.

In order to encourage children to read, teachers need to make books accessible to

their students. In 1992, Linda Fielding and Cathy Roller explain that using sustained silent reading is a way to make difficult books accessible to children. Other ways are to read aloud to children and have partner reading and rereading. Fielding and Roller also believe that it is important to have easy books accessible because they are also important. Ways to make easy books accessible are to use modeling, taping books, making non-fiction books available and challenging preconceptions about easy books. All the activities described by Fielding and Roller were designed to help less able readers to read.

Jane Fractor, Marjorie Wooddruff, Miriam Martinez and William Teale (1993) claim it is important to teach children the value of reading so they will read. These researchers stress the importance of a classroom library. A good classroom library according to Fractor, Woodruff, Martinez and Teale entices children to read. They believe libraries should have a focal area, it should be partitioned and private. It should have comfortable seating, it should include a variety of books with five or six per student , there should be two types of shelving and displays, there should be props and it should be organized and categorized.

Jerry Johns and DiAnn Ellis (1976) researched the children's views of reading through the graders, not just in Kindergarten or first grade. One thousand six hundred fifty-five students from first to eighth grade were interviewed. The children were asked these three questions: What is reading? What do you do during reading? If someone didn't know how to read, what would you tell him/her that he/she would need to learn? The responses were divided into five categories: 1, No response; 2. Classroom procedures; 3. Word recognition and decoding; 4. Meaning and understanding and 5. Decoding and understanding. The results included many children have no understanding of the reading process, although the older children have a better understanding than the

younger. However, there is little sex differences. Most children believe reading is a decoding process.

Another study done on children's awareness about reading was done in 1992 by Janice Stewart. Stewart asked a two folded question, "Can young children describe how they are learning to read? Are there connections to what's happening at home or school?" Kindergarten classes from two schools in the mid-west were chosen for her study. Each school using a different approach to reading. The following means were used: awareness:, Early Reading Test (ERT), Circus and a home questionnaire. The study showed children were able to describe how they were learning to read. It also stated that since children come from such diverse backgrounds, schools should be providing experiences that reflect the background and environment of the children.

Jimmie Cook (1993) is not concerned with children's awareness, however, he is concerned with aspiring teachers' lack of awareness for children's literature. Cook, a professor at the University of South Carolina, teaches a children's literature course to education majors. He discusses the lack of knowledge and interest in children's literature in young aspiring teachers. He asserts older women who come back to school after raising their families, have more interest and knowledge of children's literature. They also help him with his discussions and motivation in the classroom.

Not only are schools able to help young children how to read, so are parents. Frank Freshour (1972) reports that although parents are not teachers, they can help their children with the reading process. He suggests parents keep a watchful eye on their children's eyesight. They can also help their children practice the left to right eye movement across the page and the top to bottom movement. Freshour suggests pointing to words during reading or playing games with a left to right progression. Freshour also

encourages parents to listen to their children, encourage them to express their ideas and use complete sentences. Next, he suggests to parents to help build social and emotional behavior and give children the opportunity to develop an interest in reading. This can be done by reading aloud, having children follow signs or tell a story about a book. Make activities fun, short and simple. In conclusion, Freshour suggests modeling reading.

Karen Fitzpatrick (1982) suggests ways parents can help their children get ready to read. She describes topics for consideration for an informal reading program. The topics include environmental factors, oral language development, reading to preschoolers, visual and auditory discrimination and self concept and reading achievement. Fitzpatrick gives suggestions for parents and lists some related literature.

In 1974, Margaret Weiser wrote an article discussing the parent's responsibility in promoting reading. Most of the research is printed in professional journals that the average parents does not have access to. Weiser claims most parents invest time in reading aloud to their children. Weiser states that the parental responsibility starts at birth by stimulating the baby by talking or singing to him/her. It continues in the fourth and fifth years by letting the child explore the environment around him/her. After exploring the child should be able to ask questions and receive answers to his/her questions. Weiser goes on to explain the parent's responsibility in sharing books with their child. She explains parents should be sharing books through reading aloud, discussing word meaning, playing reading games, encouraging their child to write and modeling reading themselves.

Again in 1974 another researcher, John Pikulski , wrote an article describing how parents can aid in reading development of their child. Pikulski gave twelve suggestions to help encourage language and reading. They include: listening to children express

themselves; explain things that go on around them; point out words and letters; model reading; encourage library use; read books to children; buy books for them; help develop new interests and read textbooks from science or social studies to help deal with facts learned in the classroom.

Janet Warren, Norma Prater and Dianne Griswold (1990) studied parental practices of reading aloud to their preschoolers. The study was done in survey form. Surveys were given to parents of children who attended Kinder-Care Learning Centers. The results indicated that most of the children came from homes where both parents were employed. 83.4% of the parents read aloud to their children during the week. 99.6% of the parents engaged in verbal interaction during their read aloud time. It was suggested by the reporters that since many of the children spent more time in preschool settings than with their parents, care givers should also be there to help parents make the most of their read-aloud time.

James Flood (1977) discussed the importance of parents talking with their children before, during and after a reading episode. A study was conducted on parental styles of reading. One hundred seventy-one parents responded to a survey in California. The parents were visited and tape-recorded during their reading with their child. The children part took in prereading tasks. Four steps were reported in the effective results. Step one- Children profit from discussions before reading. Step two- Children need an opportunity to speak during the reading sessions. Step three- Parents should encourage and reinforce their children. Step four- Post story questioning should take place.

In 1975, Nancy Larrick reported on the home environment. Larrick states that the television has taken over in the home. She also reported parents spending less time reading to and in front of their children. Larrick claims parents can increase their

children's self-worth, security and deepen their love for books if only they would read to their children.

There have been several studies on mother and children relationships related to reading. One such study was done by Marshall Swift (1970). Swift reported on mothers in a urban poverty environment who were not really equipped to help in their child's preschool program. Swift describes a pilot program used to enhance the story telling and communication skills of mothers with limited education. The mothers were trained to increase the length of time spent reading, elaborate on the thoughts and ideas from the story, and they were rained in observational skills.

An additional study involving Swift along with Mary Uelli, Tracy Warner and Dale Klein in 1971 was designed to report on curious children and their mothers. Through specially selected books, mothers were able to gain insight into their child's curious behavior. The mother's were able to learn ways of dealing with their child's curious ways, therefore increasing mother-child communication.

Another study done involving parents was done in 1978 by Carol Vukelich. Vukelich reports on a program designed to assist parents in their role as the child's first reading teacher. Preschool Readiness Outreach Programs (PROP) was developed to help share with parents of three to five year old, ways to begin developing reading skills. Parents attended a twenty-six week workshop. The goal of each workshop was for each parent to construct an educational game reinforcing a particular skill. the parent's enthusiasm for the workshop and games were noted. It was also reported the children's whose parents participated in PROP showed improvement in beginning reading skills.

Yet another study involving parents and their children was done by Bess Altwerger, Judith Delehi-Faxon and Karen Dockstader-Anderson (1985). This research team

observed mothers and their children in read aloud sessions over a six month period. One mother used personal experiences to relate text to her child. Another mother relied on illustrations, conversation and interaction to bring meaning to the text. Eventually, the mothers all moved on to actually reading the text, sometime the child reading as well. Mother was acting as a liaison between the text and the child.

Anne McGill-Franzen and Richard Allington (1991) wrote an article on literacy. The article stressed the problem of literacy in America. It also discussed the value of parents reading aloud to their children and providing an environment rich in print. Usually, this environment is provided by middle class society. The article went on to discuss the problems of some children coming to school unprepared. Now it is the responsibility of the schools to catch those children up with the others so they can learn to read and comprehend what they read. The article also discussed school programs, such as an instructional support program. It also talked about the cons of retention, especially in the lower grades.

There is much research to connect home and school. They both need each other. Parents should be providing their child with opportunities to learn and explore to have an abundant knowledge base. The home environment should be rich in print to help the child understand that symbols are words, words make sentences that tell a story. Schools should be providing children with every opportunity to experience literature and writing. They should be activating those knowledge bases and getting the children to add to it and to connect ideas. Both parents and teachers need to do their job in building the foundation for children's learning.

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APPENDICES

1. I am a mother_____ father_____

2.My child is in grade_____.

3.Have you ever read to your child?_____

4.At what age did you begin reading to your child?
____0-3 months ____1-2 years
____3-6 months other_____
____6months-1year

5.How often did you read to your child?
____ everyday ___once a week
____every other day ___other_____

6.On an average, how many minutes did you read for each time?_____

7.Where did you read to your child?
____bedroom ____kitchen
____living room ____other_____

8.What did you read?_____

9.Did you discuss what you read?_____

10.Do you currently read to your child?_____

11.If so, how often do you read to your child?
____ everyday ____once a week
____every other day ____other_____

12.On an average, how many minutes do you read to your child each time?_____

13.What do you read?_____

14.Why do you still read to your child?_____

15.If you have stopped reading to your child,why have you stopped?_____

16.At what age did you stop reading to your child?_____

17.Do you currently read everyday where your child can observe you?_____

18.Do you read
____books ____newspapers
____magazines ____other_____

19. How long do you read each time?_____

Thank you so much for your cooperation and assistance!

Mother's Responses

#3	yes	99.6%
	no	.38%
#4	0-3 months	17.3%
	3-6 months	17.7%
	6 months-1 year	26.8%
	1-2 years	26.8%
	other	9.48%
#5	everyday	43.2%
	every other day	28.4%
	once a week	16.4%
	other	11.6%
#6	5 minutes	4.9%
	7 minutes	.82%
	10 minutes	12.4%
	15 minutes	28.4%
	20 minutes	19.9%
	25 minutes	1.24%
	30 minutes	24.8%
	35 minutes	.41%
	40 minutes	.41%
	45 minutes	.82%
	1 hour	4.14%
	2 hours	1.65%
#7	bedroom	48%
	living room	31.6%
	kitchen	14.9%
	other	5.31%
#8	children's stories	70%
	poems	1.79%
	magazines	3.29%
	newspaper	2.99%
	encyclopedia	1.49%
	nursery rhymes	2.99%
	comics	1.49%
	sports	.29%
	religious	6.8%
	other languages	.89%
	homework	1.49%
	other	3.59%

Father's Responses

#3	yes	91%
	no	8.75%
#4	0-3 months	7.37%
	3-6 months	9.8%
	6 months-1 year	24.5%
	1-2 years	36%
	other	22%
#5	everyday	7.75%
	every other day	36.2%
	once a week	35%
	other	28%
#6	5 minutes	1.72%
	10 minute	17.2%
	15 minutes	24%
	20 minutes	15.5%
	30 minutes	32.7%
	35 minutes	.86%
	40 minutes	.86%
	45 minutes	3.44%
	1 hour	3.44%
#7	bedroom	48.8%
	living room	37%
	kitchen	13%
	other	4.86%
#8	children's stories	68.9%
	poems	1.37%
	magazines	5.51%
	newspapers	4.13%
	encyclopedia	2.06%
	nursery rhymes	5.51%
	sports	1.37%
	Bible	4.13%
	other language	2.06%
	homework	2.75%
	other	2.06%

#9	yes	69.8%
	no	12.6%
	sometimes	17.4%
#10	yes	78.3%
	no	13.2%
	sometimes	8.43%
#11	everyday	21.3%
	every other day	27.9%
	once a week	32.5%
	other	18.1%
#12	5 minutes	1.46%
	10 minutes	12.19%
	15 minutes	20.4%
	20 minutes	21.4%
	25 minutes	2.43%
	30 minutes	32.6%
	35 minutes	.97%
	45 minutes	1.46%
	1 hour	6.34%
	2 hours	.48%
#13	children stories	58.5%
	poems	1.07%
	magazines	9.6%
	newpapers	8.9%
	encyclopedia	2.85%
	comics	1.42%
	school books/hw	3.57%
	religious	9.2%
	other languages	1.07%
	other	3.57%
#14	enjoy it	25.47%
	learn/improvement	28.3%
	time together	10.8%
	important	4.24%
	fun	9.9%
	children want to	1.41%
	entertainment	1.41%
	vocabulary/comprehension	9.9%
	other	9.9%

#9	yes	79.6%
	no	11.38%
	sometimes	8.9%
#10	yes	72.7%
	no	18%
	sometimes	9.09%
#11	everyday	7.07%
	every other day	29.29%
	once a week	42.4%
	other	21.2%
#12	5 minutes	.92%
	10 minutes	12%
	15 minutes	24%
	20 minutes	17.5%
	25 minutes	.92%
	30 minutes	36%
	35 minutes	.92%
	45 minutes	2..77%
	1 hour	4.62%
#13	children's stories	51.1%
	poems	.74%
	magazines	8.14%
	newspapers	8.14%
	comics	2.22%
	school books/hw	11.11%
	religious	5.18%
	other languages	2.22%
	other	11.11%
#14	enjoy it	24.92%
	education	32.9%
	improve parent's English	2.24%
	time together	7.3%
	to encourage rd.	14.6%
	religious	3.6%
	asks me to	7.3%
	other	2.24%

#15	work	9.3%
	child reads on own	58%
	child reads to me	16.2%
	time	9.3%
	child doesn't want to	4.6%
	speak other language	2.3%
#16	2 years	4.8%
	5 years	9.7%
	6 years	36.5%
	7 years	31.7%
	8 years	14.6%
	11 years	2.4%
#17	yes	77.6%
	no	16.8%
	sometimes	5.4%
#18	books	35%
	magazines	31.7%
	newspapers	29.3%
	other	3.94%
#19	5 minutes	.53%
	7 minutes	.94%
	10 minutes	1.88%
	15 minutes	14.6%
	20 minutes	8.01%
	25 minutes	.53%
	30 minutes	33.49%
	35 minutes	.53%
	40 minutes	.53%
	45 minutes	1.88%
	1 hour	22.6%
	2 hours	3.77%

#15	work	13.79%
	child reads on own	51.7%
	child reads to me	13.7%
	wife does it	6.89%
	time	13.7%
#16	1 year	4.34%
	2 years	4.34%
	4-5 years	4.34%
	3-6 years	4.34%
	5 years	4.34%
	6 years	13%
	7 years	52%
	8 years	13%
#17	yes	78%
	no	29.6%
	sometimes	3.38%
#18	books	31.92%
	magazines	31.5%
	newspapers	34.5%
	other	1.95%
#19	10 minutes	5.3%
	15 minutes	7.07%
	20 minutes	15%
	25 minutes	1.76%
	30 minutes	30 %
	45 minutes	.88%
	1 hour	27.4%
	2 or more hours	12.38%